

Special Education Update

March 12, 2004

- No Child Left Behind
 - CRT
 - CRT-Alt
 - Calculations of AYP
 - Trends in Performance of Students with Disabilities
- IDEA
 - HR1350
 - S1248
 - Key issues

Special Education Update

March 12, 2004

- Medicaid
 - Comprehensive School and Community Treatment (CSCT)
 - Administrative Costs
 - Contract Negotiations
 - Administrative Claiming
 - Fee for Service
 - Targeted Case Management
 - Release of Information—Letter to DuRant
- Part B Funds

Special Education Update

March 12, 2004

- Monitoring
 - Focused
 - Compliance
 - Federal visit
- Miscellaneous Topics
 - Renewal Commission
 - Early Childhood Initiative
 - 2005 Legislative Session
 - Supervision Enhancement Grant Survey
 - Fifth-year of State Improvement Grant
 - General Discussion

No Child Left Behind

- Accountability
- Commitment
- Opportunity
- Challenges for Special Education
 - Unintended Consequences
 - IEP Content
 - Retention
 - Blame-Teachers/Students
 - Delayed Enrollment
 - Others

Connection between CRT and Adequate Yearly Progress (AYP)

- 2004 CRT is the basis for 2004 AYP
 - Consistent test administration and coding
 - Participation rate information
 - Academic indicator
 - Coding of subgroups

- Criterion-Referenced Test

- Calculator use for all students on portions of the test
- Grades 4, 8, 10
- Reading and math
- Multiple choice, math short answer and constructed response
- Untimed test
- Evidence based alternate
- March 29-April 16, 2004
- Funded by NCLB--AYP

- CRT-ALT
 - Evidence based task
 - Grades 4, 8, 10
 - Reading and math
 - Activity with performance indicators—student completes test activity
 - For students with significant cognitive disabilities
 - Window: Feb. 17 – April 16

How Results Are Reported

- Proficiency Level for Individual Students
- Percentage of Students at Proficiency Levels

Sub Groups for AYP

- Ethnicity Categories
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Hispanic
 - Native Hawaiian or Other Pacific Islander
 - White

Sub Groups for AYP

(Continued)

- Program Categories
 - SE—Special Education Students
 - LEP/ELL—Students identified as having limited English proficiency
 - F/RL—Students with free and reduced lunch status

Participation for AYP

- 95% participation rate based on all students enrolled on the first day of school's testing window
 - Within state window of March 29 – April 16
- Principal's Certification of Enrollment
- Reminder of February enrollment count
- Subgroups are included in participation rate

Online resources

- <http://www.opi.state.us/assessment/index.html>
- JUMP newsletters
 - <http://www.opi.state.mt.us/pdf/assessment/newsletters/>

Performance of Students with Disabilities Relative to AYP

- The effect of “N” on the calculation of Annual Measurable Objectives (AMO)
- Of 858 schools, 545 schools have children with disabilities enrolled in the district
 - “N” equals zero, 545 schools evaluated
 - “N” equals five, 213 schools evaluated
 - “N” equals ten, 74 schools evaluated
 - “N” equals twenty, 23 schools evaluated
 - “N” equals forty, 3 schools evaluated

Performance of Students with Disabilities Relative to AYP

- Participation rates
 - Prior Year Standards:
 - If the school has 40 (minimum “N” for participation) or fewer students with disabilities two students could be absent
 - Above 40, requires 95 percent participation rate

Tips in Helping Your School Meet AYP

- Be sure to code speech only students as special education
- Participation
- Participation
- Participation
- Student Preparation for test taking
- Full use of accommodations

The 1% Rule

- Impact on AYP
- Allows up to 1% of students scoring proficient on the CRT-Alt to be counted as proficient in the calculation of AYP
 - Applies at the district and state level
- 58% of Montana districts have fewer than the 100 students necessary to allow one student's score to be counted as proficient

The 1% Rule

- Allocating back to the school level those students whose proficient scores exceed the 1% cap
- Opportunity for exceptions
 - State-level exception
 - Small schools
 - Schools with hospital centers

Interpreting Trends in the Performance of Special Education Students

- National Center on Educational Outcomes (NCEO)
technical report 27
- October 2000
- By John Bielinski and James Ysseldyke
- [http://education.umn.edu/NCEO/OnlinePubs/Tech
Report27.htm](http://education.umn.edu/NCEO/OnlinePubs/TechReport27.htm)

Performance Trends Study

- Longitudinal study of over 40,000 students with disabilities
- Performance areas in math and reading
- Grades four through eight
- Compares performance of students with disabilities relative to performance of students without disabilities

Performance Trends Study

- Controls for students moving into and out of special education
- Findings:
 - Each year, approximately 10% of the students served by special education are exited out, and another 10% enter into special education
 - Approximately 20% turnover per year

Performance Trends in Special Education

- Methods of Comparing Performance
 - Cross-Sectional
 - Comparison of performance using data from a single administration of the states test
 - Cohort Dynamic
 - Test performance tract for five consecutive years with group membership redefined each year
 - Cohort Static
 - Group membership determined by status in the initial year and remaining static across years

Performance Trends Study

- Findings
 - In each year, the average test score for students leaving special education was much higher than it was for those who remained in special education
 - The group moving from regular education to special education often had a lower mean achievement level than the group of students who remained in special education in the four consecutive years

Performance Trends Study

- Students leaving special education out performed those entering special education by as much as .75 standard deviation units
- Between grades four and five, and between grades five and six; those who remained in special education out performed those who moved from regular education into special education

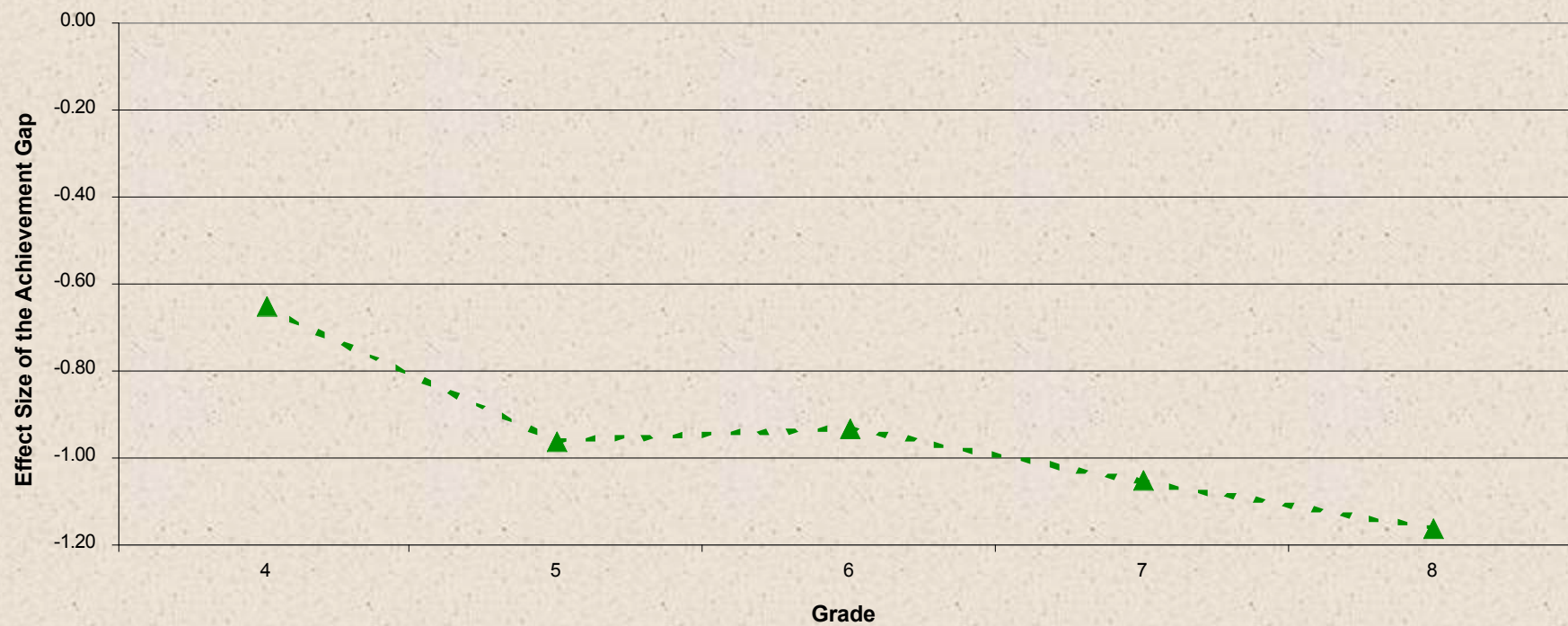
Math - Cross Sectional

Trends in the Performance of Special Education Students



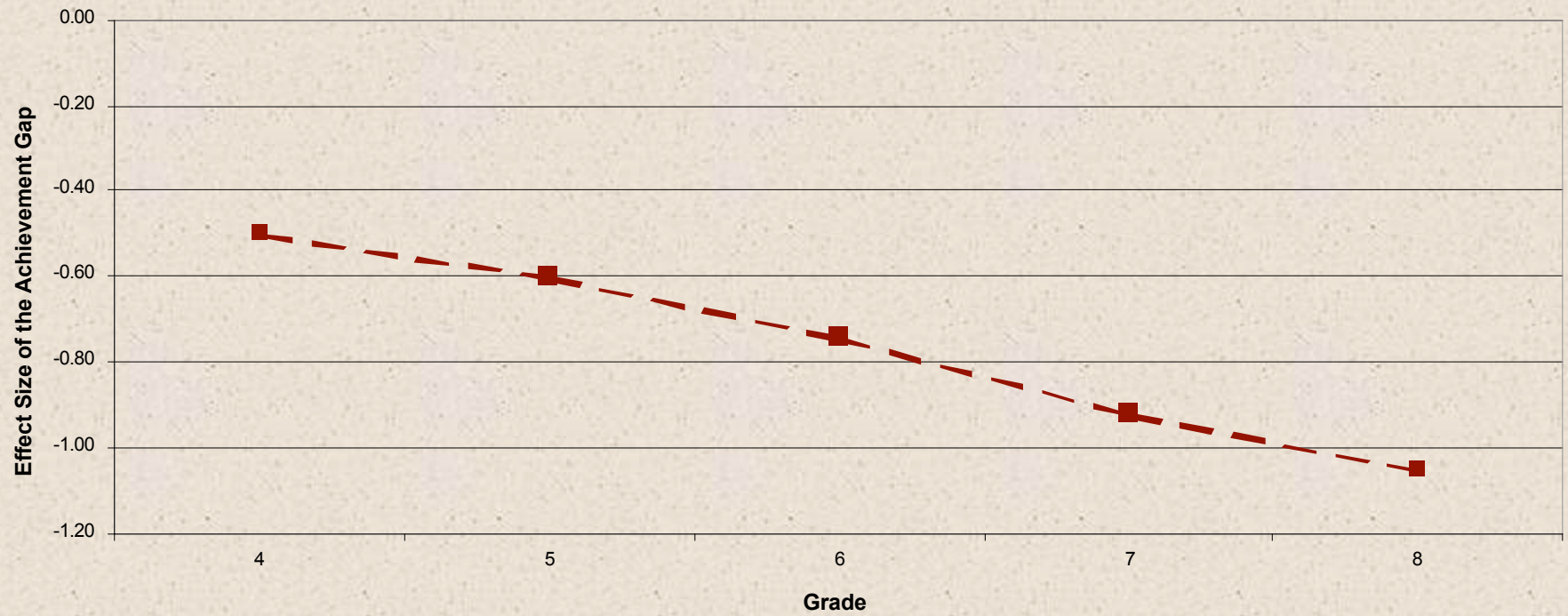
Reading - Cross-Sectional

Trends in the Performance of Special Education Students



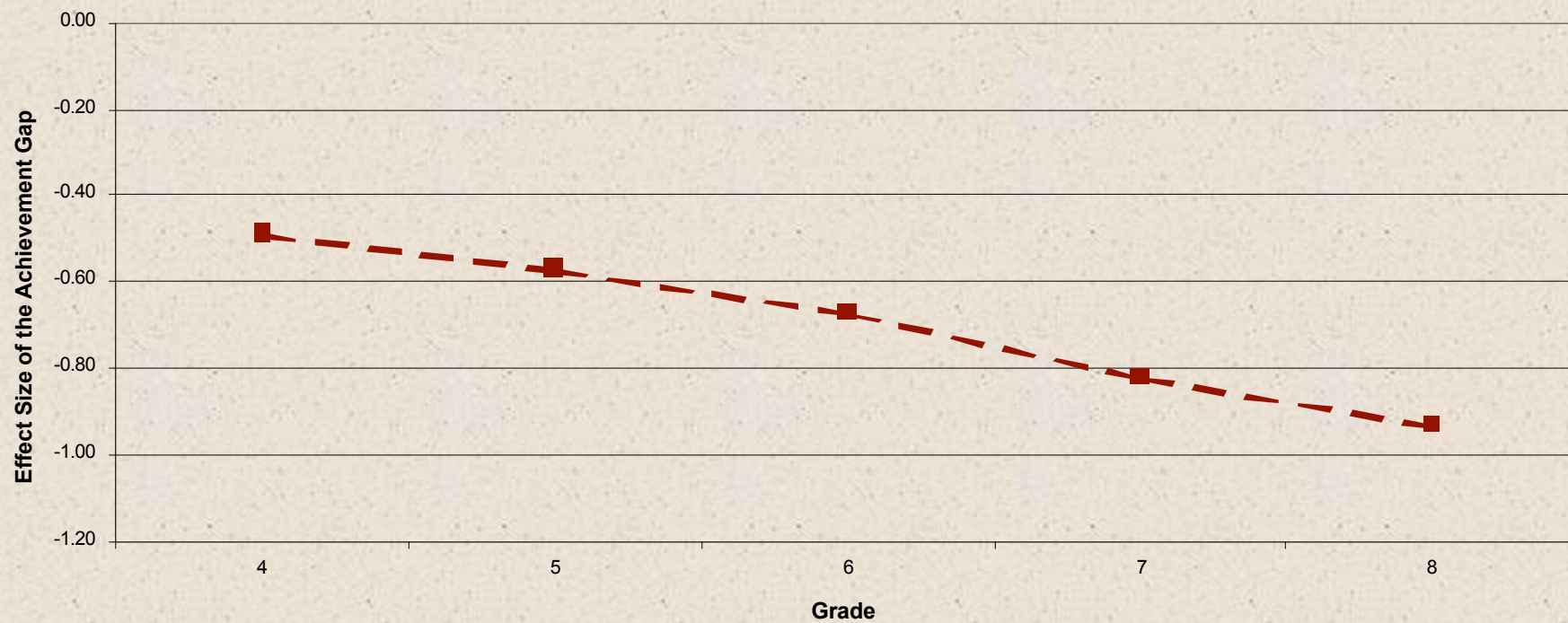
Math - Cohort Dynamic

Trends in the Performance of Special Education Students



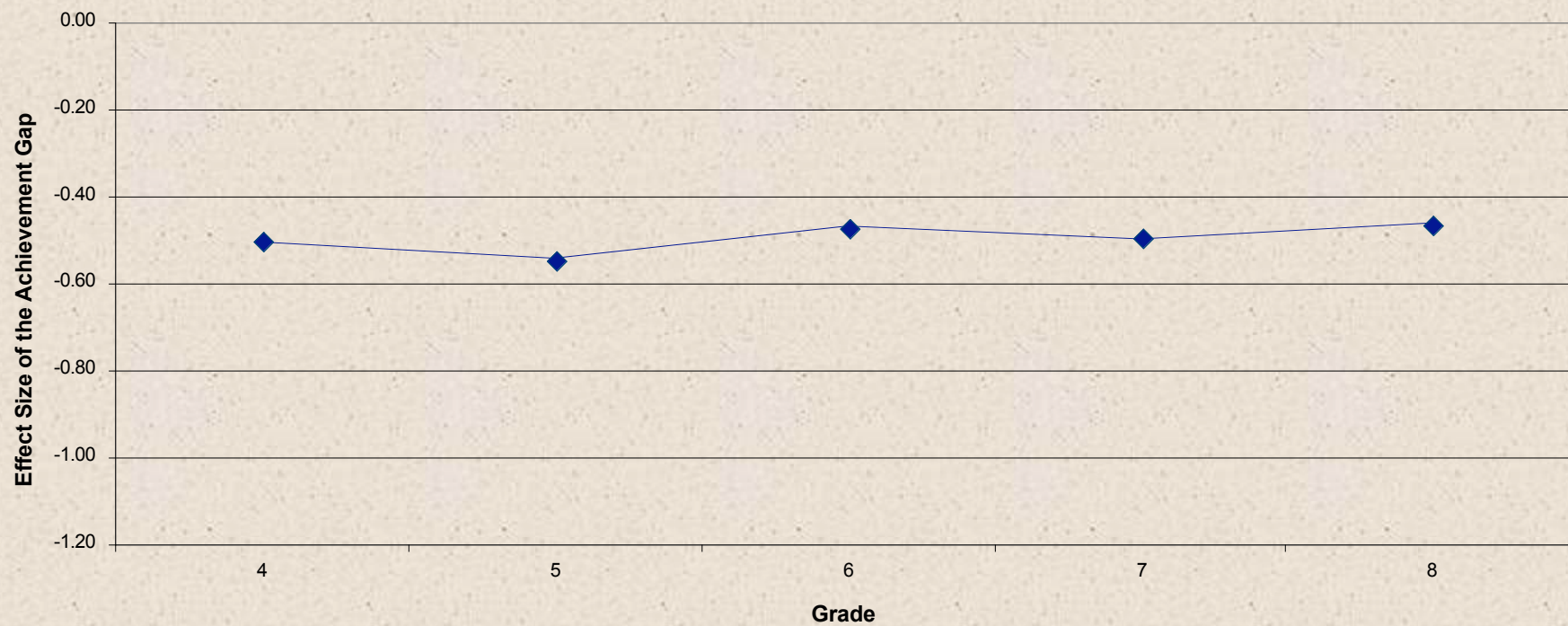
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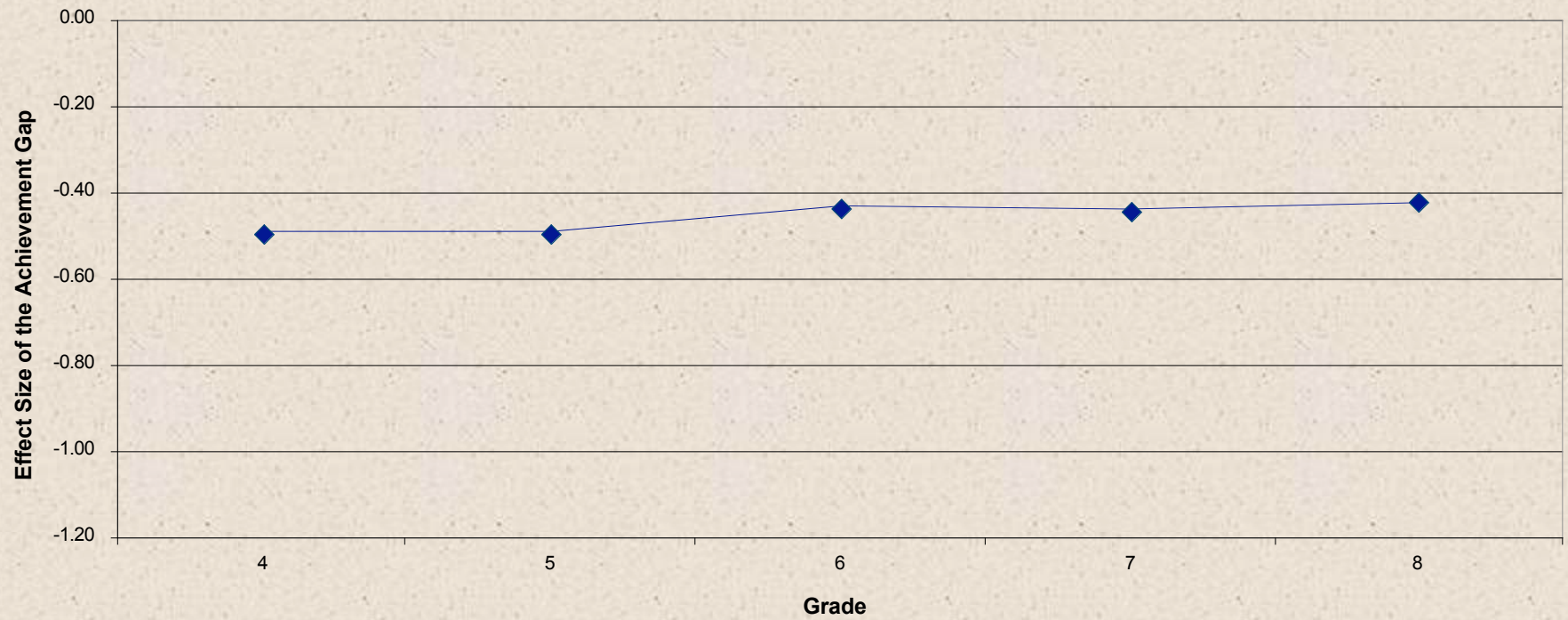
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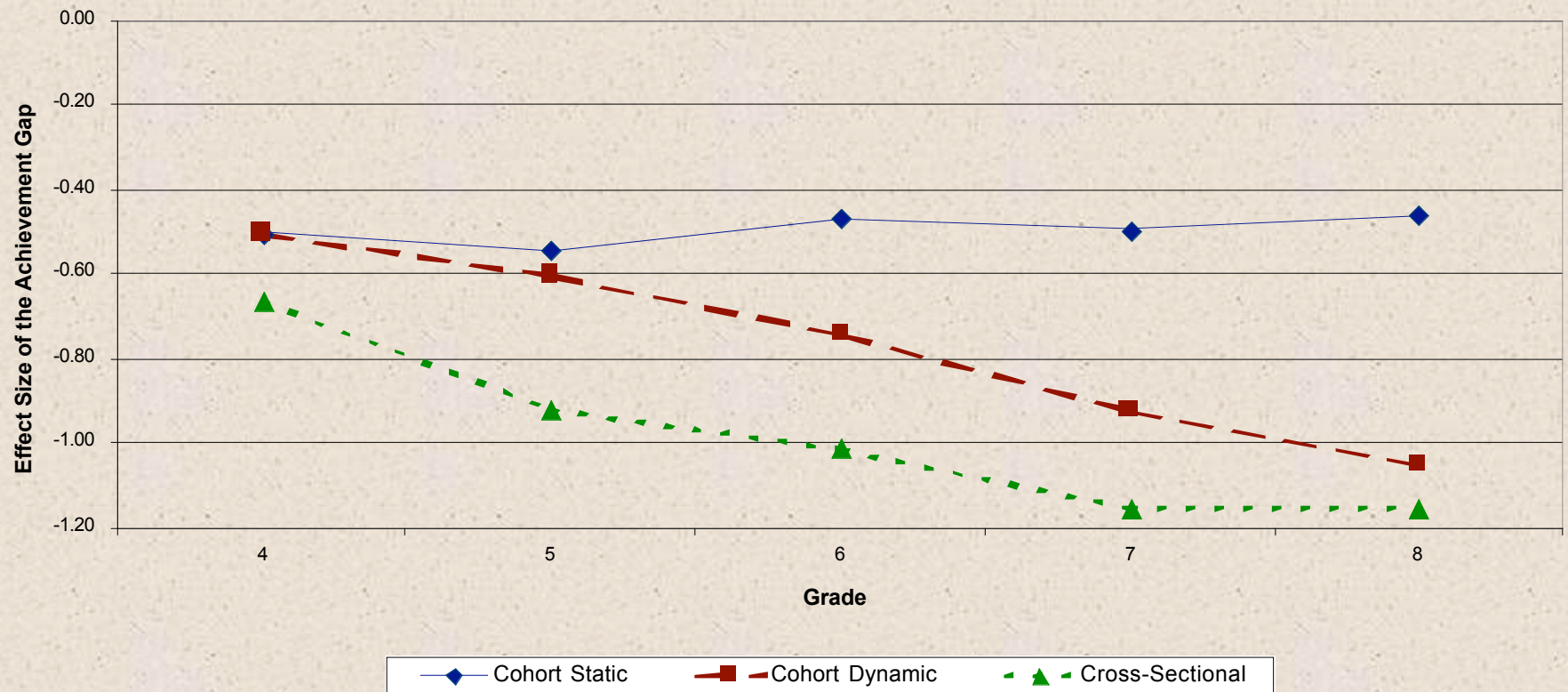
Reading - Cohort Static

Trends in the Performance of Special Education Students



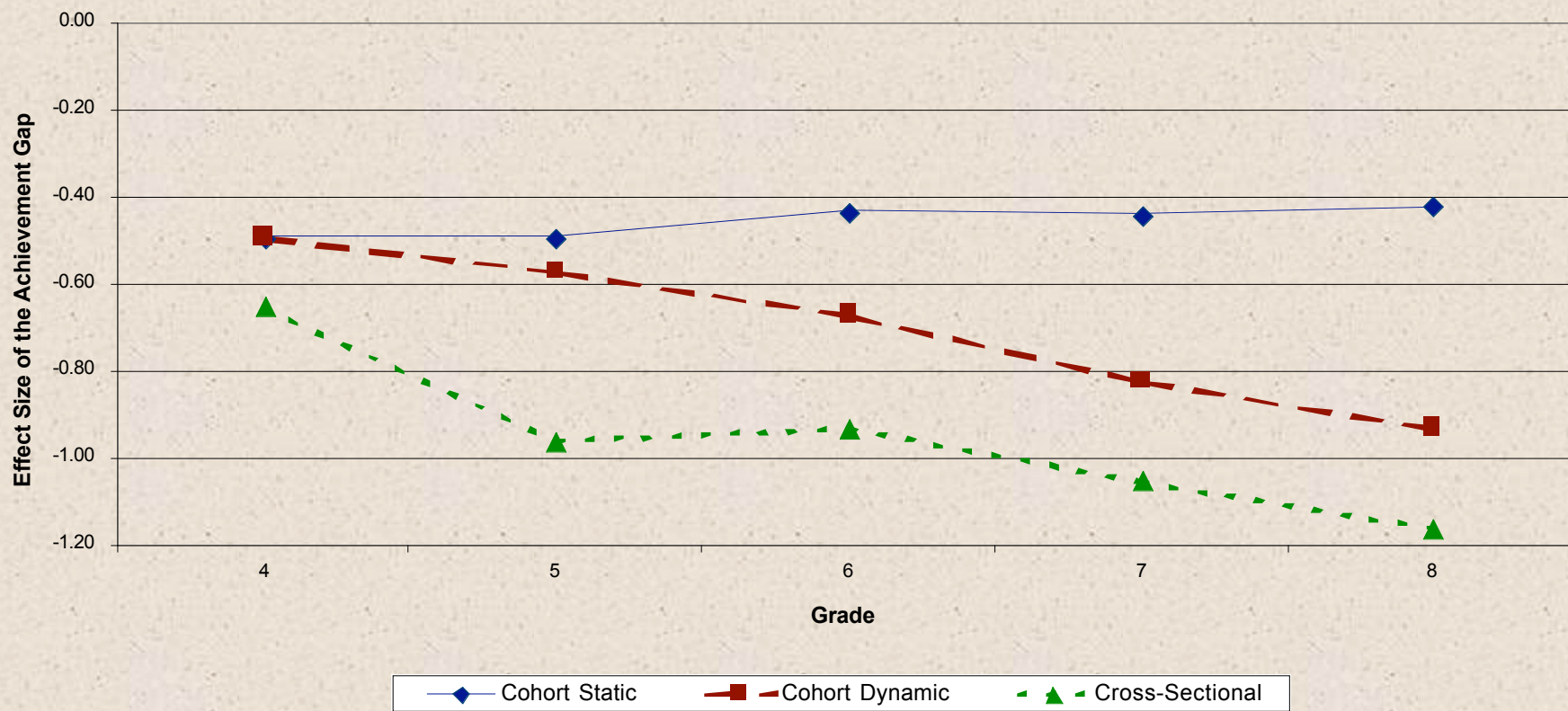
Math

Trends in the Performance of Special Education Students



Reading

Trends in the Performance of Special Education Students



Implications of Trends Study

- Speaks well for the effectiveness of special education
- Questions validity of current methodology for measuring effectiveness of special education programs
- Points to the need for longitudinal data to better understand our educational measures

Implications of Trends Study

- Demonstrates how easy it is misinterpret data when viewed on a superficial level
- Questions appropriateness of using cross-sectional data to determine AYP
- Provides an opportunity to explain to teachers and community how effective our special education programs really are

IDEA Reauthorization

- When?
 - Scheduled for Senate floor debate the week of March 22
 - Perhaps April?
 - Perhaps after election?
- Issues
 - Money
 - Neither the House nor the Senate bill include “mandatory spending” for full funding
 - Current funding at approximately 20% (one-half of the “promised” 40%).

IDEA Reauthorization

- Issues (continued)
 - Highly qualified teachers
 - Both bills generally follow NCLB standards with some subtle differences
 - General Accounting Office visit
 - NASDSE lobbying
 - Failure to employ highly qualified does not create right of action
 - Approximately one half of Montana high schools have one or fewer special education teachers
 - Solution—Collaboration between regular education and special education

IDEA Reauthorization

- Issues (continued)
 - Risk Pool for High-Cost Students
 - Senate version – formula driven carve out of 2% of flow through funds
 - High-cost students reimbursed at 75% of the costs in excess of the National or the state average per pupil expenditure whichever is lower
 - House version –permissive flexible carve out of flow-through funds
 - Risk pool at state or cooperative level

IDEA Reauthorization

- Issues (continued)
 - Private schools
 - Adds data collection for number of students evaluated
 - Participation in large-scale assessment
 - Follows requirements of NCLB adds reporting on number of students taking test with accommodations
 - Use of funds
 - Option for Early intervention services

IDEA Reauthorization

- Issues (continued)
 - Learning Disabilities Identification
 - Concept of “Treatment Resistance”
 - Discipline
 - Senate version similar to current law including manifestation determination
 - House version creates single discipline standard for all students

IDEA Reauthorization

- Issues (continued)
 - State in an egregious noncompliance
 - Withhold funds
 - Report to Congress
 - Referral to Department of Justice
 - Referral to Inspector General
 - Early retirement

IDEA Reauthorization

- Issues (continued)
 - Model IEP form
 - Data reporting time disproportionality
 - Support for the protection and advocacy program (Senate version)
 - Small state increase for administration funds
 - Performance goals and indicators aligned with NCLB

Medicaid

- Comprehensive School and Community Treatment
 - Major Revenue
 - Number of schools involved
 - Administrative costs
 - Contract negotiations/procurement procedures
 - Other options for school-based Mental Health

Medicaid

(Continued)

- Administrative claiming
 - Schools involved
 - Revenue generated
- Fee-for-service
 - School psychological services
- Targeted Case Management
- FERPA and confidentiality – DuRant letter

Medicaid Revenue

- Fee-for-service FY 2002 revenue: \$1.1 million
- Fee-for-service FY 2003 revenue: \$1.4 million
- CSCT revenue FY 2003 \$1.6 million
 - Only includes services provided January 1, 2003 through June 30, 2003

Medicaid Revenue

- Administrative claiming
 - First quarter of 2004 approximately \$170,000 for 12 schools
 - Second-quarter 2004 35 to 40 schools now involved
- Student transportation
 - New for 2004
- For Information see mtmedicaid.org

Monitoring

- Monitoring process Revisions
 - Focused intervention-update
 - Compliance monitoring-update
- Anticipated federal visit-fall 2004
 - Data validation
 - Compliance verification
- Role of Annual Performance Report

Miscellaneous Topics

- Renewal Commission
- Early Childhood Initiative
- 2005 Legislative Session
 - Special Education funding increase tied to ANB increase
 - No changes proposed including no changes of the age range for guaranteeing FAPE

Miscellaneous Topics

(Continued)

- Supervision Enhancement Grant Survey
- Fifth-year of State Improvement Grant
- General discussion
- Safe trip home